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ABSTRACT

In its fourth year, the Bilingual Education Technical Assistance Center (BETAC) provided technical assistance and training to members of the instructional and administrative staffs of programs for students with limited English proficiency in New York City's 32 community school districts and for the Board of Education's Division of High Schools. In 1986-87, the BETAC successfully implemented its six proposed activities: providing technical assistance to schools cited for low student achievement; sponsoring parents' conferences for four language groups (Chinese, Greek, Haitian/Creole, and Spanish); conducting a series of seminars on project evaluation for supervisors of bilingual and special education projects; providing technical assistance to two-way bilingual programs; planning and implementing a Spanish spelling bee; and establishing a collaborative relationship with the Bilingual Services Unit of the Division of Special Education. Problems encountered include high turnover in directors and potential anticipated demand for field services that could overwhelm the existing staff resources. Recommendations for program improvement are given. (Author/MSE)

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

New York State Education Department
Funding Number: 6928

NEW YORK CITY BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER 1986-1987

Project Director:
Dr. Frances Segan

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A SUMMARY OF THE REPORT

In its fourth year of operation, the New York City Bilingual Education Technical Assistance Center (BETAC) continued to provide technical assistance and training to members of the instructional and administrative staffs of programs for students of limited English proficiency (LEP) in the city's 32 community school districts and the Board of Education's Division of High Schools.

BETAC, housed in the Office of Bilingual Education, was funded by the New York State Education Department's Bureau of Bilingual Education. BETAC was headed by a full-time director, assisted by a full-time resource teacher, part-time consultants, and a full-time secretary.

In 1986-87 the BETAC successfully implemented the six activities proposed and approved by the New York State Education Department. These were:

-- providing technical assistance to CAR* schools in conjunction with Comprehensive School Improvement Project (C.S.I.P.) personnel;

-- sponsoring parents' conferences for four language groups: Chinese, Greek, Haitian/Creole, and Spanish;

-- conducting a series of seminars on project evaluation for supervisors of bilingual and special education projects;

-- providing technical assistance to two-way bilingual programs;

-- planning and implementing the Spanish Spelling Bee; and

-- establishing a collaborative relationship with the Bilingual Services Unit of the Division of Special Education.

Interviews with project personnel, examination of program documents, and attendance at several BETAC functions, indicated that BETAC played an important role in assisting bilingual education programs, parents, and supervisors throughout New York City. However, one obstacle has hindered BETAC since its inception. The project has had a new director for each of its first four years. Each new director, therefore, has had to spend a great deal of time becoming familiar with project objectives and activities proposed by someone else. In addition,

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*CAR refers to schools cited in the New York State Education Department's recent Comprehensive Assessment Report for low achievement in reading and writing.

the potential demand for field services is likely to prove overwhelming in the coming year for the staffing pattern now in place.

The following recommendations are aimed at strengthening BETAC's functioning:

-- If possible, project leadership should be stabilized by having project directors serve a minimum of two years, not the single-year terms of the past three directors.

-- To fully meet both the project's rising field work and technical assistance responsibilities, explore with the funding source hiring an additional full-time resource specialist.

Although the BETAC met its objective in these areas, project staff and the evaluation team felt services could be further strengthened in the following ways:

-- To raise the level of parental involvement, borough-wide parents' conferences might be held in addition to the city-wide ones that currently are being held.

-- The Spanish Spelling Bee should be continued. If resources permit, organize similar spelling bees for other language groups, and similar contests might be organized for other academic areas.

The project is to be commended for expanding its objectives over last year and meeting them in an effective, timely manner.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Martin Kohli has spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

TABLE OF CONTENTS

	PAGE
I. PROJECT DESCRIPTION	1
Overview	1
Services Offered	2
Staff Characteristics	4
Method of Inquiry	5
II. FINDINGS	6
Progress Towards Achieving Objectives	6
Obstacles to Progress and their Resolution	16
III. CONCLUSIONS AND RECOMMENDATIONS	18
IV. APPENDICES	21

New York City Bilingual Technical Assistance Center

Location:	131 Livingston Street Brooklyn, New York 11201
Year of Operation:	1986-87, fourth year
Project Director:	Dr. Frances Segan

I. PROJECT DESCRIPTION

OVERVIEW

The New York City Bilingual Technical Assistance Center (BETAC), funded by the Bureau of Bilingual Education of the New York State Education Department (N.Y.S.E.D.), is administered by the Office of Bilingual Education (O.B.E.) of the New York City Board of Education. Housed at the Board's headquarters in Brooklyn, the Center provides technical assistance to all 32 community school districts and the Division of High Schools. The Center is headed by a full-time director. She is assisted by a full-time resource specialist, part-time consultants, and full-time secretarial support.

The Center collaborates with other O.B.E. units to make presentations at the central office and at local districts. It also produces and disseminates instructional and non-instructional materials on bilingual education. To a lesser extent, the Center collaborates with other branches of the Board and with outside agencies.

This report summarizes and assesses the Center's work during the 1986-87 academic year. Its highlights include objectives addressed, activities implemented, and problems encountered and

solved. Recommendations are made in the areas of staffing and technical assistance.

SERVICES OFFERED

The Bilingual Technical Assistance Center is part of the network of programs and services that make up the Office of Bilingual Education, whose mission is to meet the needs of limited English proficient (LEP) students in New York City's public schools. Other O.B.E. units include Curriculum and Library Services, Funding and Evaluation Services, Program Planning and Support Services, E.S.L. Support and Bilingual Pupil Services. (For descriptions of these units see the 1985-86 evaluation report.)

School personnel who plan, implement, and monitor New York City's bilingual education programs need to understand current regulations and curricular and instructional issues. It was to meet these needs that the Board of Education established a centrally based technical assistance center in 1984. The Center's mandate is twofold: (1) to provide community school district and high school personnel with technical assistance and training on laws, regulations, and policies pertaining to instructional programs for LEP students; and (2) to assist the O.B.E. in developing a comprehensive plan for bilingual education in the New York City public schools in accordance with Part 154 of the Regulations of the Commissioner, N.Y.S.E.D.

In response to changing needs, the performance objectives in this year's funding proposal to the N.Y.S.E.D. varied slightly

from the year before. These objectives are set forth below, along with an annotation in parentheses indicating whether the objective is identical with last year's, a modification of last year's, or entirely new.

Project Objectives, 1986-87

Objective 1: To provide technical assistance to CAR* schools containing large enrollments of LEP students. (NEW)

Objective 2: To plan and implement city-wide parent conferences for the following languages: Spanish, Chinese, Haitian, and Greek. (EXPANDED)

Objective 3a: To provide technical assistance to improve the identification and placement of LEP students in bilingual education/English as a Second Language (E.S.L.) programs. (CARRY OVER)

Objective 3b: To provide technical assistance to bilingual education/E.S.L. programs to improve the delivery of instructional services. (CARRY OVER)

Objective 3c: To provide technical assistance to improve the evaluation of bilingual education/E.S.L. programs. (CARRY OVER)

Objective 4: To provide technical assistance to the Bilingual Unit of the Board of Education's Division of Special Education. (NEW)

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*CAR refers to schools cited in N.Y.S.E.D.'s recent Comprehensive Assessment Report for low achievement in reading and writing.

Objective 5: To assist in planning and implementing the Spanish Spelling Bee. (CARRY OVER)

Objective 6: To provide technical assistance to two-way bilingual education programs. (CARRY OVER)

In brief, this year's objectives were more varied than in previous years: new activities were added; additional activities were held in collaboration with other Board of Education Units; and, at the same time, more successful activities from previous years, such as the Spelling Bee and the Hispanic Parent Conference were continued.

STAFF CHARACTERISTICS

The project director had a wide range of experience in education. She had taught Spanish and served as a guidance counselor at the high school level; she had studied both bilingual education and special education; and she had earned a Ph.D. in curriculum and teaching from Fordham University. Her professional experience has included the positions of teacher trainer and research associate at two New York-area universities. Prior to her present position she worked with the Division of Special Education.

The resource specialist also had a wide range of experience in education. Like the project director, she had taught Spanish. Her experience included the junior as well as the senior high school level. She had earned both an M.S. in bilingual education, and a Professional Diploma from Fordham University. Her work experience included educational sales, translating,

NEW YORK CITY

BILINGUAL EDUCATION TECHNICAL

ASSISTANCE CENTER

1986-1987

OEA Evaluation Report

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community organizing, and research.

The work of BETAC's two professional team members was supported by a full-time clerical staff member.

METHOD OF INQUIRY

The information on which this report is based was collected through interviews with the project director, and visits/observations to several project activities, examination of materials, and follow-up telephone calls.

II. FINDINGS

PROGRESS TOWARDS ACHIEVING OBJECTIVES

Objective 1: To provide technical assistance to CAR schools containing large enrollments of limited English proficient (LEP) students.

This new objective was formulated to assist schools that, according to the Comprehensive Assessment Report (CAR), needed to improve their reading and writing scores. The project director told a member of the evaluation team that a brochure and cover letter had been sent to each of New York City's 32 school district superintendents. These materials provided information on the services available through BETAC and on how to arrange for an office consultation or on-site services. The project director also said that she provided information for a CAR-related needs assessment that was being coordinated by the director of the O.B.E.

According to the BETAC project director, this objective was being implemented in cooperation with personnel from the Comprehensive School Improvement Project (C.S.I.P.). The latter unit is responsible for coordinating delivery of services and staff development within all CAR-designated schools. Examples of this collaborative effort included a workshop at the Hispanic Parent's Conference.

An examination of project reports revealed that meetings with C.S.I.P. staff had occurred, and that information had been provided to the O.B.E.'s CAR-related needs-assessment project.

Objective 2: To plan and implement city-wide parent conferences for the following languages: Spanish, Chinese, Haitian, and Greek.

This objective extended the previous year's responsibilities to include co-sponsorship of Chinese, Greek, and Haitian, as well as Hispanic, parent conferences. BETAC assisted the groups that were arranging each conference by providing planning assistance and helping with production and distribution of flyers (see Appendix A), posters, and informational materials. BETAC also helped arrange transportation and refreshments, and arranged post-conference de-briefings to solicit participants' reactions to the conference and their recommendations for future conferences.

Since the organizers of each conference operated independently, a short summary of each conference, presented in chronological order, follows:

The seventh annual Greek Parents' Conference took place on Greek Independence Day, March 21, 1987. It was held at P.S. 166, Queens, in the heart of New York's Greek community. Two hundred eighty-four people signed up. Five workshops were offered on topics which included discussions of drug abuse, special education, mental health, discipline and family living, nutrition and health awareness, and the two-way bilingual programs. The keynote address was delivered by Dr. Anna Stravropoulos, M.D., who addressed the group on the impact of child abuse. The conference culminated with cultural performances by students, followed by a banquet. A variety of agencies, including a number

of cultural and educational institutions, several governmental agencies, and one radio station joined with BETAC in sponsoring the conference. A post-conference meeting took place in April.

The seventh annual Hispanic Parents' Conference took place on March 28, 1987 at Brooklyn Technical High School. Three hundred and nineteen people signed up, of whom 133 were parents. The remainder were children, presenters, and visitors. Child care was provided for 67 children. The keynote address was delivered by Ms. Tina Ramirez, the Artistic Director of the Ballet Hispanico. Twelve workshops were offered on topics which included Community School Improvement Program (C.S.I.P.) initiatives, two-way bilingual programs, special education, parent-to-parent initiatives, early childhood programs, immigration, community service agencies, education of gifted and talented children, educational uses of computers, linkages between intermediate and high schools, and paying for a college education. The conference also included a variety of printed materials and exhibits. Parents and children were served lunch, and the latter took part in cultural presentations. In addition to BETAC, the National Origin Desegregation Assistance Center NODAC Center at Teachers College-Columbia University sponsored the conference. A post-conference meeting took place in June.

The fifth annual Haitian Parents' Conference took place on April 26, 1987. It was held at Erasmus Hall High School, in Brooklyn, which has a large population of Haitian students. One hundred and sixty persons signed up. The following topics were

discussed: special education, children's self-concept, elementary and secondary bilingual programs, the U.S. English movement, high school admission requirements, and immigration issues, and a comparison of the Haitian and American school systems. Each of these workshops was repeated once. The keynote address, entitled "Family Pride and Community Pride," was delivered by Ms. Marie Fouche, Chair of Haitian Americans United for Progress. A cultural presentation by students followed. In addition to BETAC, conference sponsorship included the Haitian Teachers' Association and the Haitian Student Alumni Association. A post-conference meeting took place in May.

The ninth annual Chinese Parents' Conference took place on May 17, 1987 at P.S. 124, in Manhattan. Workshop topics included: orientation for parents, two-way bilingual programs, high school graduation requirements, comparing N.Y.C. public and private schools, substance abuse, special education, adult education, and bilingual education. The keynote address, entitled "English as the Official Language," was delivered by Ms. Nora Chang Wang, Assistant Commissioner of New York City's Department of Employment. Students gave cultural performances. In addition, several students received awards for academic achievement. Babysitting was provided. In addition to BETAC, conference sponsors included the New York City Chinese Bilingual Educator's Committee, Community School Districts 1 and 2, several bilingual projects, New York University, and the N.Y.C. Board of Education's Office of Educational Opportunity.

General Remarks

Each workshop began with greetings by senior city and state education officials, who expressed support for the ongoing work of each parents' group. Although dissemination of information was generally considered a major factor in attracting attendance, cultural presentations by student groups were the universal hits. The extent of parental participation varied directly with the length of time each parents' group had been in existence.

BETAC offered the organizers of each parents' conference an opportunity to meet afterwards to evaluate the conference and make recommendations for future improvements. A member of the evaluation team attended the "de-briefing" for the Hispanic Parents' Conference. She observed that the organizational and planning aspects of the conference met with nearly universal approval, but that there was general disappointment at the low level of parental participation. Suggestions for increasing parental participation included: an earlier start-up period; a more representative and stable planning committee; more pre-conference parental input; increased communication with the media; and more offerings geared specifically to Hispanics, in addition to offerings on general-interest topics.

A member of the evaluation team also reviewed questionnaires that had been filled in by participants at all four conferences. These questionnaires revealed that most participants thought the conferences had been extremely useful, well-organized, and badly needed. However, they felt that improved pre-conference

publicity could increase the level of parental participation; that such events should be held more than once a year; and that more time should be allotted to discuss the issues presented at conference workshops.

The project director said that parental participation might be boosted by holding local as well as city-wide conferences. She also said she intended to communicate the results of the "de-briefing" session to the Director of the O.B.E. and to the appropriate N.Y.S.E.D. personnel so that the ideas presented there could be used in planning for future conferences.

Finally, it should be noted that BETAC has been exploring the possibility of holding a conference for Russian-speaking parents in the fall of 1987.

Objective 3a: To provide technical assistance to improve the identification/placement of LEP students in bilingual education/E.S.L. programs

BETAC was prepared to provide workshops on an as-needed basis, and when District 30 requested an on-site training workshop to supervisory personnel, it was planned and executed in a very short time. (See Appendix B for a copy of the agenda.) Organized in cooperation with the Division of Special Education, this workshop included oral presentations on the Lau and Consent Decree guidelines and on the special education regulations. Printed materials on these topics were also distributed.

The evaluation team was given copies of the materials used for this workshop, e.g., program agenda, the BETAC brochure, the Parent's Guide to the Consent Decree Program, and the Delivery of

Services to Students in B.E./E.S.L. Programs, K-12 manual.

Objective 3b: To provide technical assistance to bilingual education/E.S.L. programs to improve the delivery of instructional services.

The project director indicated that this sub-objective was met on an as-needed basis. BETAC translated a standardized mathematics test, grades 2-8. In addition, translations of the Stanford Diagnostic Mathematics Test (third edition) were being prepared by BETAC's former director with the assistance of per-session teachers. Haitian/Creole, French, Spanish, and Chinese were the languages into which the test was being translated.

Objective 3c: To provide technical assistance to improve the evaluation of bilingual education/E.S.L. programs.

The project director coordinated the planning and implementation of three interrelated staff development workshops for supervisory personnel. Descriptive circulars and registration forms were sent to bilingual education and special education personnel. Attendance at the workshops ranged from 32 to 76. Two of the workshops were all-day events; the third was scheduled as a half-day program. The workshops took place at Board headquarters. The first workshop, held on January 14, 1987, had an attendance of 76. The workshop provided a lecture on steps in test construction, the D.R.P. and considerations for LEP students, and language assessment in a preventive, pre-referral process for the LEP student.

This workshop was presented by experts on pupil assessment, on test construction, and bilingual special education.

The second workshop, presented on February 17, 1987, had an

attendance of 35. This workshop dealt with the writing of evaluation objectives. Participants first reviewed examples of good and bad objectives and then divided into small groups to write their own objectives. The workshop also provided participants an opportunity to examine and interpret specimen test results.

The third workshop, held on March 26, 1987 had an attendance of 32. This workshop provided a lecture on reasons for conducting a program evaluation, selecting and working with your evaluator, non-test data for program evaluation purposes, interpreting and using test and non-test data, and strategies for communicating and disseminating evaluation information.

These objectives were documented through an examination of materials provided by the project director, e.g., program agendas, sign-in sheets, and circulars. (See Appendix C for copies of agendas, and the invitational circulars.)

Objective 4: To provide technical assistance to the Bilingual Unit of the Division of Special Education.

The project director reported that she had met to plan a more formal system of collaboration with several representatives from the Division of Special Education including the Coordinator of the Bilingual Special Education Unit, as well as the Coordinator responsible for training and staff development, and regional special education coordinators at bilingual roundtable meetings. Initial outcomes of these meetings include co-sponsorship of a workshop at Fordham University for 52 teachers associated with Project CABE, a Title VII project; co-presenting

a workshop for District 30 supervisors and planning for the next year's activities; participation of bilingual special education supervisors in an evaluation seminar on the special-education needs of LEP students. In addition, the BETAC staff attended the New York State Bilingual State Education conference in Rochester, New York.

Objective 5: To assist in planning and implementing the Spanish Spelling Bee.

This is a well known event that is widely covered in the Spanish language press. It receives much publicity: from informational circulars to school superintendents, to the announcement of rules and regulations, to news articles generated by the many local spelling bees as well as by the culminating and city-wide event.

The project evaluator had an opportunity to observe the city-wide event, attended by approximately 125 persons. The program began with a formal introduction, followed by brief speeches of congratulation and encouragement by several notables who spoke mostly, but not exclusively, in Spanish. Several contestants had gotten caught in traffic tie-ups caused by a heavy rainfall, delaying the competition's commencement.

The spelling bee finals consisted of two groups of students, numbering 10 each. Each group competed for first and second prizes. The first group, fourth through sixth graders, competed for ten rounds until two finalists emerged victorious. It took the second group, eighth through ninth graders, fifteen rounds until two finalists emerged. The second group's contest

contained two difficult moments. One occurred when one of the contestants, claiming she had not been familiarized with a word, challenged her disqualification. The second occurred immediately afterwards when the pronunciation of a difficult word appeared to confuse a contestant. Both situations were resolved with tact and firmness, and a tremendous amount of patience. The first-place winners who finally emerged were both from District 7 and both had the same coach.

After both contests were completed, a series of prizes were distributed. First-prize winners received computers, $500 gift certificates, and trophies. The runners-up also won a variety of prizes, including books, educational tapes, toiletries and cash awards.

Objective 6: To provide technical assistance to two-way bilingual education programs.

The project director reported that she had sent a memo to all two-way project directors informing them of the assistance offered by the Center. This included mention of three workshops:

-- Teaching Spanish language arts to LEP Students;

-- Teaching E.S.L. to LEP students;

-- Teaching Spanish as a second language.

A copy of BETAC's brochure, which lists the services provided, was included with the letter. Other activities in this area included attendance at a state-wide two-way meeting and visiting programs to meet directors and assess specific needs for future field work. As a result of some of these visits, a few workshops were scheduled for the end of the 1986-87 academic

year, including a workshop for supervisors in District 30 and a workshop for parents in District 23. At least seven of the city's 13 two-way projects were visited at least once. The project director also attended all state-wide meetings on the two-way initiative, including meetings at the State Education Department in Albany.

OBSTACLES TO PROGRESS AND THEIR RESOLUTION

One obstacle has hindered BETAC since its inception. The project has had a new director for each of the four years. Each new director has had to spend a great deal of time becoming familiar with project objectives and activities proposed by someone else. He/she, therefore, has had to implement objectives whose history and rationale may be somewhat unfamiliar. Fortunately, all the directors have been experienced professionals who have stepped into the breach with great acumen and energy. They also have been fortunate in being able to consult with the prior director, who in each case had been assigned to another unit of O.B.E.

In addition, the potential demand for field services is likely to prove overwhelming in the coming year for the timeline and staffing pattern now in place. Thus, this year's proposal required extensive fieldwork to provide assistance to CAR schools and two-way projects, extensive technical assistance to the four Parent Conferences, and extensive staff professional development work via the evaluation seminars.

In view of the facts that BETAC had only two professional

staff members, both new to the project, with one commencing service in February, the gap between the expected and the possible is likely to become unduly large. Although systematic and concerted efforts were made to fulfill all project objectives, the project's fieldwork component did not begin until late in the school year, except in response to a direct request from a school.

III. CONCLUSIONS AND RECOMMENDATIONS

Over the last four years, the New York City Bilingual Technical Assistance Center has assumed an increasingly important role in helping the members of the New York City schools' bilingual/E.S.L. community better perform their roles. For example, students have benefitted from the Spelling Bee; parents benefitted from the parent conferences; and educators benefitted from evaluation seminars and on-site workshops. BETAC accomplished these tasks through its own internal staff and through professional networking with other colleagues, both within O.B.E. and other N.Y.C. Board of Education divisions, e.g., the Division of Special Education and C.S.I.P.

BETAC performs a unique function. On the one hand it quickly responds to new requests for assistance, thereby fostering new programs and experimentation; on the other hand, it nurtures existing programs, thereby helping to institutionalize "tried and true" approaches. Within this context of supporting new ideas and maintaining old ones, the following recommendations are made:

1. <u>Staffing Structure and Function</u>

Although this year's addition of a second full-time professional has been a major improvement, if BETAC is to be fully responsive to the needs of its organizational constituency it must have more staff and greater staff stability.

In the area of stability, it seems obvious that it takes at least two years before a leader can begin to function at peak

effectiveness. But BETAC has had four directors in four years.

Just as important, at least one additional staff member will be needed to completely fulfill BETAC's responsibilities in the areas of fieldwork, conference planning, and staff development. The project staff might discuss funding this position with the State Education Department. An additional person would make it possible for one professional to be responsible for field visits and subsequent follow-up activities. CAR schools and two-way programs could be the special responsibility of this staff member. The second professional could be in charge of coordinating the Spelling Bee, the different language groups' parents' conferences, and other parents' activities. The project director would then be free to oversee the project as a whole. She also could take charge of citywide staff development seminars and other staff development activities.

2. Parent Conferences

The parents' conferences provide bilingual parents, students, and the professionals who observe them with a sense of solidarity and mutual rapport, as well as important information. All seem to have been well organized, and they have met with the near-unanimous approval of those who have attended them. They clearly should be continued, and, if possible, expanded to other language groups. However, in comparison with the number and the needs of LEP students, far too few parents attend these conferences.

The project director's suggestion that greater parental

interest and participation might be stimulated by holding local or borough-wide parents' conferences in addition to the city-wide one seems worthy of serious consideration. So does the suggestion of one post-conference "de-briefing" group that more parents be involved in conference planning activities. For this to occur, planning meetings would have to take place on evenings and weekends, and babysitting services would have to be provided. Finally, consideration should be given to beginning to planning and publicizing parent conferences earlier in the school year, and to an expanded program of pre-conference publicity.

3. Spanish Spelling Bee

Well planned, well publicized, well implemented, and greatly appreciated by the general Spanish-speaking public, as well as by parents, students, and teachers, the Spanish Spelling Bee is a model program. Both a cause and an index of the Spelling Bee's popularity are the facts that the Spanish-language press co-sponsors and publicizes the event while businesses contribute money and prizes.

This model of rewarding academic achievement should be replicated for other language groups and other disciplines. In this regard, citywide competitions in art, music, and literature might be considered.

In conclusion, it is clear that BETAC should be continued. Despite fiscal and staffing shortages it has responded efficiently to new needs and met a wide range of objectives. Unburdened by these shortages, it could greatly expand its

ability to serve the public schools' bilingual educational community.

IV. APPENDICES

APPENDIX A

Unamos Nuestras Voces para la Educación de Nuestros Niños

Let's Join Our Voices Together for Our Children's Education

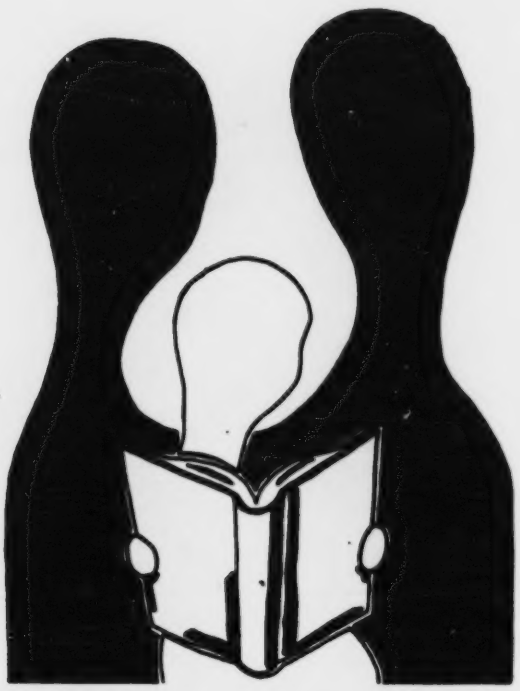
Auspiciado por/Sponsored by:

N.Y.C. Bilingual Education Technical Assistance Center
Office of Bilingual Education
N.Y.C. Board of Education

en cooperación con/in cooperation with:

Bureau of Bilingual Education, N.Y.S. Education Department

Oradores invitados
Childcare
Talleres
Workshops
Cuido de niños
Luncheon
Exhibits
Almuerzo
Exhibiciones
Medios de transporte
Transportation
Guest speakers



Séptima Conferencia Anual Para Padres Hispanos
Seventh Annual Citywide Hispanic Parents Conference
28 de marzo de 1987/March 28, 1987, 8:30 a.m.—2:30 p.m.

Brooklyn Technical High School
29 Fort Greene Place
Brooklyn, New York 11217*

New York City Board of Education
Nathan Quiñones, Chancellor

Office of Bilingual Education
Nilda Soto Ruiz, Director

*Para más información llame/For additional information call: N.Y.C. BETAC — (718) 935-3900

SEVENTH ANNUAL

CITYWIDE GREEK PARENTS CONFERENCE AND

CELEBRATION OF GREEK INDEPENDENCE DAY

Saturday, March 21, 1987
12:00 noon-5:00 p.m.
P.S. 166, Queens*
Long Island City, N.Y. 11106

PLENARY SESSION: THE IMPACT OF CHILD ABUSE

WORKSHOP TOPICS:

1. Safeguarding Your Child from Drugs
2. Special Education Programs in New York State
3. Mental Health, Discipline and Child Abuse
4. Nutrition, Health Awareness and Family Living
5. Two-Way Bilingual Programs/Meeting Part 100 of the Commissioner's Regulations

CULTURAL PRESENTATIONS BY STUDENTS

SPONSORED BY THE

BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER (N.Y.C. BETAC)
OFFICE OF BILINGUAL EDUCATION
NEW YORK CITY BOARD OF EDUCATION

In cooperation with

BUREAU OF BILINGUAL EDUCATION
NEW YORK STATE EDUCATION DEPARTMENT

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St. John's University, Bilingual-ESL Center
Consulate General of Greece-Office of Educational Affairs
Consulate General of the Republic of Cyprus
The Sounds of Greece, WEVD-FM
Takis Papallikas Greek Show WNJU-TV, Ch. 47

FOR INFORMATION CONTACT:

DR. SIOLAS (718) 935-3888

DR. PAPADOPOULOS (212) 488-7294

Complimentary Dinner, Entertainment for Children
*Transportation: RR to 36th Ave.

ΕΒΔΟΜΟ ΕΤΗΣΙΟ ΣΥΝΕΔΡΙΟ ΕΛΛΗΝΩΝ ΓΟΝΕΩΝ

ΚΑΙ

ΕΟΡΤΑΣΜΟΣ ΤΗΣ 25ης ΜΑΡΤΙΟΥ

Σάββατο, 21 Μαρτίου, 1987

12:00 μεσ. - 5:00 μ.μ.

Στο Σχολείο P.S. 166, Queens*

33-09 35th Avenue

Long Island City, N.Y. 11106

Η επίδραση της βίας πάνω στο παιδί (Ομιλία)

Θέματα Συζητήσεως: (Εργαστήρια)

1. Διδασκαλία της Ελληνικής Γλώσσας στα Δημόσια Σχολεία.
2. Κοινωφελείς Υπηρεσίες και Προγράμματα που προσφέρονται στους μαθητές Δημοσίων Σχολείων (Εσωσχολικές και Εξωσχολικές Ώρες.
3. Κοινωνικά Προβλήματα που αντιμετωπίζουν τα Ελληνόπουλα στα Σχολεία και Τρόποι αντιμετώπισης τους.
4. Ειδική Εκπαίδευση.

Θα προσφερθούν

ΕΛΛΗΝΙΚΑ ΦΑΓΗΤΑ ΚΑΙ ΓΛΥΚΑ

ΣΧΟΛΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ

Με Ποιήματα, Τραγούδια και Ελληνικούς Χορούς από Μαθητές των Δημοσίων Σχολείων

Για Πληροφορίες Τηλεφωνείστε στους:

Δρα ΣΙΟΛΑ (718) 935-3888 Δρα ΠΑΠΑΔΟΠΟΥΛΟ (212) 488-7294

Δείπνο, Κλήρωση Λαχείων

Ψυχαγωγικά Προγράμματα για τα Παιδιά

*Παίρνετε το τρένο **RR** και βγαίνετε στη στάση **36 Avenue***

Fifth Annual
Haitian Parents Conference

Sunday, April 26, 1987
12:00 noon-6:00 p.m.

Eramus Hall High School
911 Flatbush Avenue
Brooklyn, New York 11226*

Workshop Topics:

1. Comparison of Educational Systems: U.S.and Haiti
2. Special Education: Issues for Haitian Parents
3. Developing Positive Self-concept
4. Haitian Bilingual Programs: Elementary, Intermediate, and High School
5. High School Admission and Graduation Requirements
6. Immigration Issues

CULTURAL PRESENTATIONS BY STUDENTS

Sponsored by the
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BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER (N.Y.C. BETAC)

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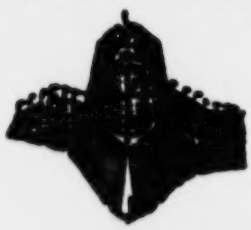
HAITIAN TEACHERS ASSOCIATION (HTA)
HAITIAN AMERICAN STUDENT ASSOCIATION (HASA)



For Information Contact:
Dr. Frances Segan (718) 935-3900
Yanick Morin (718) 236-3539
Yves Raymond (718) 284-1874

Complimentary Lunch, Entertainment for Children
*Transportation: #2 or "D" Trains to Church Ave.

Senkyèm Konferans
Pou Paran Ayisyen

Dimanch 26 Avril, 1987
12:00 midi-6:00 p.m.

Eramus Hall High School
911 Flatbush Avenue
Brooklyn, New York 11226*

Sijè Ateliye Yo:

1. Ki diferans ki genyen ant sistèm edikasyon ayisyen ak sistèm edikasyon ameriken?
2. Sa paran ayisyen dwe konnen sou edikasyon timoun andikape (Special Education).
3. Devlopman idantite pozitif timoun nou yo
4. Pwogram bileng pou elèv ayisyen nan lekòl primè ak segondè
5. Ki jan pou chwazi yon lekòl segondè?
6. Pwoblèm imigrasyon

AKTIVITE KILTIRÈL

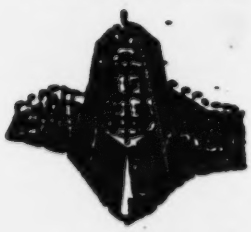
Ajans Piblik K Ap Sipòte Konferans sa a:

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF BILINGUAL EDUCATION
BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER (N.Y.C. BETAC)

NEW YORK STATE EDUCATION DEPARTMENT
BUREAU OF BILINGUAL EDUCATION

Ak Kolaborasyon:

HAITIAN TEACHERS ASSOCIATION (HTA)
HAITIAN AMERICAN STUDENT ASSOCIATION (HASA)



Si Nou Bezwen Plis Enfòmasyon, Rele:
Dr. Frances Segan (718) 935-3900
Yanick Morin (718) 236-3539
Yves Raymond (718) 284-1874

Y Ap Sèvi Manje Epi Ap Gen Amizman pou Timoun
***Pran Tren #2 Oubyen Tren "D" epi Desann Nan Church Ave.**

紐約中英雙語教育委員會主辦

The New York Chinese Bilingual Educators Committee sponsors

第九屆全市中國學生家長大會

The Ninth Annual City-wide Chinese Parents' Conference

DATE: Sunday, May 17, 1987
TIME: 9:00 a.m.—4:00 p.m.
PLACE: P.S. 124 Manhattan
40 Division Street
New York, N.Y. 10002

日期：一九八七年五月十七日（星期日）
時間：上午九時至下午四時
地點：第一二四小學禮堂（家園小學）
地成區街四十號（孔子大厦）

Keynote Presentation 主題

"English as the Official Language: A View Point" 評"獨尊英語"

Major Workshop Topics: 討論事項：

- ORIENTATION FOR PARENTS 家長對學校應有的認識
- TWO WAY BILINGUAL EDUCATION PROGRAMS 雙程雙語教育課程
- HIGH SCHOOL GRADUATION REQUIREMENTS 高中畢業必備條件
- EDUCATIONAL PROGRAMS: N.Y.C. PUBLIC AND PRIVATE SCHOOLS 紐約市公立與私立學校的教育課程
- SUBSTANCE ABUSE 濫用毒品
- SPECIAL EDUCATION 特殊教育
- ADULT EDUCATION 成人教育
- BILINGUAL EDUCATION 雙語教育

Complimentary Morning Tea & Pastries

Complimentary Lunch

免費早午餐

Achievement Awards 頒發優異獎

Performances 音樂舞蹈表演

Door Prizes

抽獎（出席者均有機會得獎）

CO-SPONSORED BY:

Bilingual Education Technical Assistance Center
New York City Board of Education
Office of Bilingual Education
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Bureau of Bilingual Education

FOR INFORMATION, PLEASE CALL:

(212) 673-8896
(212) 571-1691

協助機構：
雙語教育技術協助中心
紐約市教育局雙語教育科
紐約州教育廳
雙語教育局

聯絡電話：

(212) 673-8896
(212) 571-1691

New York City Board of Education
OFFICE OF BILINGUAL EDUCATION

Nathan Quiñones
Chancellor

Charles I. Schonhaut
Deputy Chancellor

Nilda Soto Ruiz
Director

Intermediate Supervisors' Mandated Training
District 30 Workshop

Bilingual/ESL/Special Education Regulations

Site: District Office - CSD #30
36-25 Crescent Street
L.I.C., New York 11106
Room 311

Date: May 28, 1987

Time: 3:00 - 5:00 p.m.

A G E N D A

I.	Greetings and Introduction	Mr. James Dounis Supervisor of Bilingual Education District 30
II.	Bilingual Education in NYC Schools Compliance Issues Consent Decree/Lau Plan	Ms. Noemi Carrera Herendeen Resource Specialist - NYC-BETAC NYC Board of Education Office of Bilingual Education
III.	Bilingual Special Education Compliance Issues	Ms. Enealia Nau-Levy SETRC Trainer NYC Board of Education Division of Special Education

SCOPE OF CONSENT DECREE/LAU COMPLIANCE REVIEWS

Program specialists from the Office of Bilingual Education, in collaboration with monitors from the Office of Funded Programs, assigned to conduct compliance review visits will meet with and interview district/school personnel, review classroom instruction, and examine/collect pertinent documents/data to determine the extent of compliance with each of the major areas of Consent Decree/Lau regulations outlined below:

A. IDENTIFICATION OF ENTITLED LEP STUDENTS -
Review student and any other school records necessary to determine the degree to which the home language survey was conducted and the LAB was administered to eligible students in accordance with testing procedures established in memoranda and regulations.

B. PARENTAL OPTION PROCEDURES/ESL REQUIREMENTS -
Determine withdrawal ("opt-out") and transfer rejection rates; review use of required official forms/letters and procedures as specified in regulations; verify participation of withdrawn and "rejected transfer" students in an appropriate ESL program.

C. PARTICIPATION OF LEP STUDENTS IN MANDATED BILINGUAL/ESL PROGRAMS -
Verify updated entitled LEP student enrollments in the school and registers of each bilingual, ESL and/or general education class/group by language and grade level. This includes, therefore, schoolwide data and specific class target student lists/rosters as indicated above; determine the extent of LEP student participation in bilingual/ESL or "ESL only" programs in accordance with enrollment patterns by language and grade as established under regulations.

D. BILINGUAL/ESL INSTRUCTIONAL PROGRAM IMPLEMENTATION -
Review bilingual and ESL classroom instruction to determine the adequacy and appropriateness of the curricula, instructional materials, methodologies/approaches and programming/scheduling as indicated in regulations; this review will involve an examination of plan books, student work and other evidence related to curriculum and instruction.

E. TEACHER LICENSE/CERTIFICATION -
Ascertain and secure documentation of license(s)/certification(s) held by teachers providing bilingual and/or ESL instruction.

Schools are expected to have available on site the most current information and data alluded to above, including bilingual and ESL teacher programs provided by OBE as an attachment to fall Consent Decree/Lau data reports; in addition, any other documentation requested must be provided within a reasonable time.

Program specialists are also available to provide technical assistance by explaining regulations and offering recommendations and suggestions to achieve compliance or to improve areas of weakness and concern related to the development and implementation of effective bilingual and ESL programs.

How may parents participate in the Program?

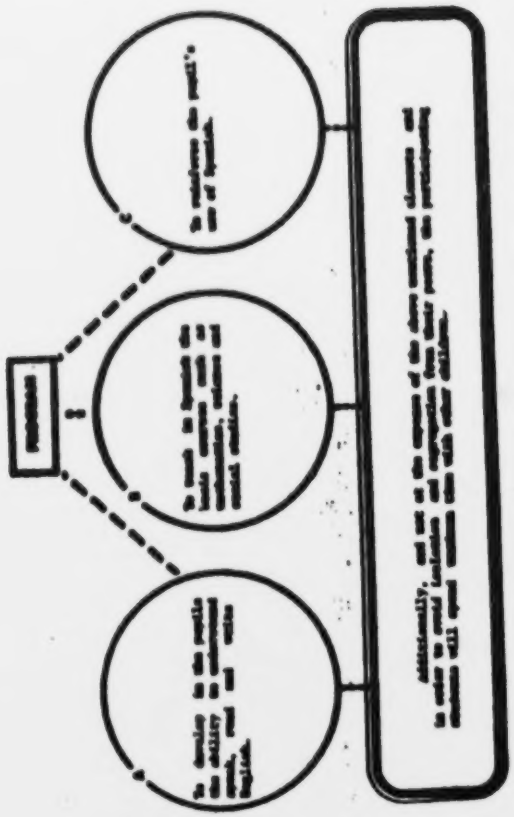
Parents have the opportunity to express their ideas about the Program and to contribute to it as with all public school programs. This is vital to make closer the relationship between school and community. Such participation takes place through activities of the parents associations, advisory councils and through meetings of community school boards.

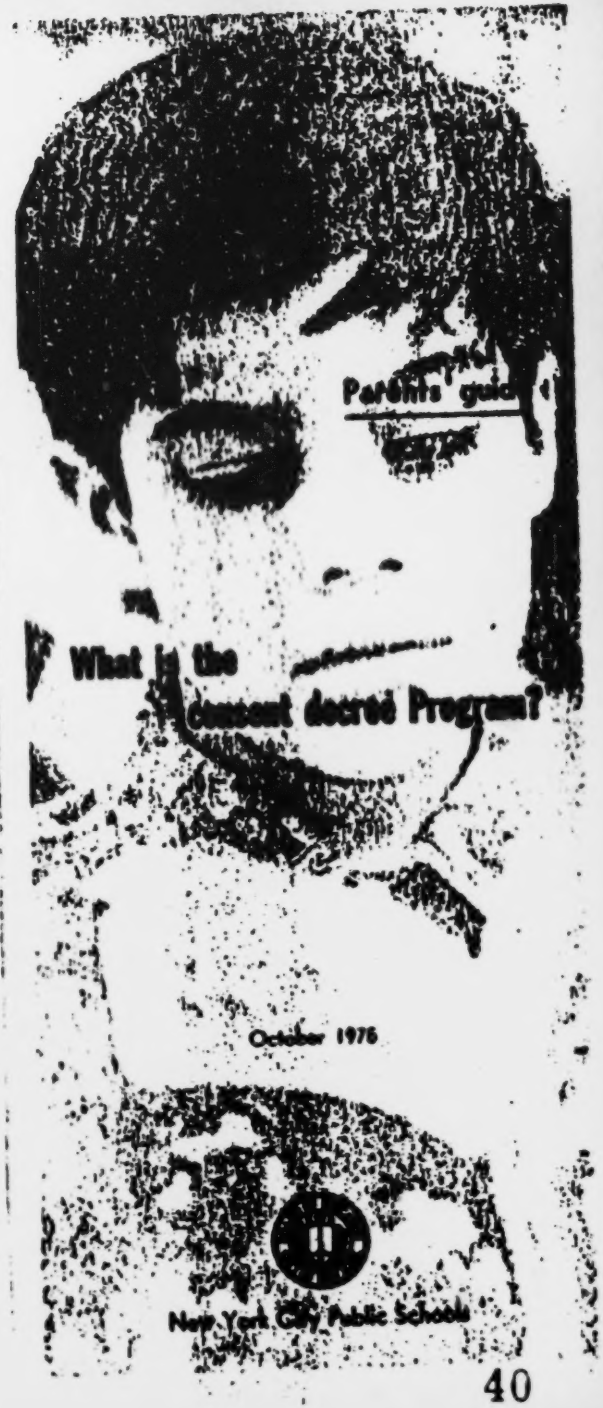
What are alternatives to participation in the Program?

Pupils whose parents or guardians choose not to enroll them in the consent decree Program will be required to have intensive instruction in English. As an alternative, they may be enrolled in a bilingual/ bicultural education program where available.

What are the qualifications of teachers in the Program?

As in all New York City public school classes, teachers in the consent decree Program hold appropriate licenses. Those teaching English are knowledgeable in the theory and practice of teaching English-as-a-Second Language. Those teaching basic courses in Spanish are not only qualified in a subject but are fluent in Spanish and capable of reading, writing and speaking English. Similarly, teachers providing reinforcement and development of pupil's ability in Spanish also have knowledge of the theory and practice of teaching Spanish to Spanish-speaking pupils as well as the capability to speak in Spanish and read and write English.





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OFFICE OF BILINGUAL EDUCATION
Nathan Quinones
Chancellor

Charles I. Schonhaut
Deputy Chancellor

Nilda Soto Ruiz
Director

Office of Bilingual Education

New York City Bilingual Education
Technical Assistance Center
(NYC-BETAC)

EVALUATION SEMINAR:
"TESTING BILINGUAL/LEP STUDENTS"

January 14, 1987
Professional Library
110 Livingston Street
Brooklyn, NY 11201

AGENDA

8:30 - 9:00	**REGISTRATION**	
9:00 - 9:10	**WELCOME AND INTRODUCTIONS**	**Nilda Soto Ruiz** Director Office of Bilingual Education **Dr. Frances Segan** Project Director NYC - BETAC
9:15 - 10:30	**"STEPS IN TEST CONSTRUCTION"**	**Dr. Muriel Abbott** Office of Education Assessment
10:30 - 12:00	**"THE DRP AND CONSIDERATIONS FOR LEP STUDENTS"**	**Dr. Sara Fischer** Testing Unit Division of Special Education
12:00 - 1:00	**LUNCH**	
1:00 - 2:50	**"LANGUAGE ASSESSMENT IN A PREVENTIVE, PRE-REFERRAL PROCESS FOR LEP"**	**Dr. Alba Ortiz** Director Bilingual Special Education University of Texas at Austin
2:50 - 3:00	**SUMMARY AND EVALUATION**	

New York City Board of Education
OFFICE OF BILINGUAL EDUCATION
Nathan Quinones
Chancellor

Nilda Soto Ruiz
Director

MEMORANDUM

TO: COMMUNITY SUPERINTENDENTS
DISTRICT BILINGUAL/ESL COORDINATORS

FROM: Nilda Soto Ruiz

DATE: December 15, 1986

RE: CITYWIDE EVALUATION SEMINARS

The New York City Bilingual Education Technical Assistance Center (NYC-BETAC) will sponsor a three-part seminar series on "Evaluation and Testing in Bilingual/ESL Programs." The first seminar will take place on Wednesday, January 14, 1987 from 8:40 a.m. to 3:00 p.m., at the Professional Library, Second Floor, 110 Livingston Street, Brooklyn, New York.

The morning seminar will be presented by Dr. Muriel Abbott, Office of Educational Assessment, and Dr. Sara Fischer, Testing Unit, Division of Special Education, who will speak on "Testing Bilingual/LEP Students."

Through collaboration with the Office of Bilingual Services and Title VII Project CABE, Division of Special Education, Dr. Alba Ortiz from the University of Texas at Austin will be the guest speaker for the afternoon session. The topic will center on, "Language Assessment in a Preventive, Pre-referral Process for LEP Students."

Each district may send a maximum of two participants. The following district personnel are encouraged to attend: bilingual/ESL coordinators, Title VII project directors, Two-Way Bilingual project directors, and teacher trainers.

Please return the attached form and call in the names of your district's participants no later than January 9, 1987. After that date, unallocated seats will be distributed to those wishing to send additional participants.

EXECUTIVE OFFICE
131 LIVINGSTON STREET • ROOM 601 • BROOKLYN NEW YORK 11201 • (718) 935-3891

Kindly note the following dates for future sessions of the Evaluation Seminar Series. Notices providing details and registration forms will be sent in advance of these dates.

February 17, 1987
March 26, 1987

If you have any questions regarding the citywide Evaluation Seminar Series, kindly call Dr. Frances Segan, Project Director (Acting) NYC-BETAC, at (718) 935-3900.

NSR:cr
attachment
cc: N. Quinones
C. Schonhaut
C. Frank
E. Sermier
F. Smith

CITYWIDE EVALUATION SEMINAR SERIES

WEDNESDAY, JANUARY 14, 1987

AFFILIATION: _____ DATE: _____
SCHOOL DISTRICT, UNIVERSITY, ETC.

The following personnel will attend the citywide Evaluation Seminar on "Testing Bilingual/LEP Students" and "Language Assessment in a Preventive, Pre-referral Process for LEP Students" to be held at the Professional Library, 110 Livingston Street, January 14, 1987 from 8:40 a.m. - 3:00 p.m.

	NAME	POSITION
1.	_____	_____
2.	_____	_____

Please return to: Dr. Frances Segan
Project Director (Acting)
NYC-BETAC
Office of Bilingual Education
131 Livingston Street, Room 206
Brooklyn, NY 11201
(718) 935-3900

Registration deadline: Friday, January 9, 1987

Please call in your registration as well as mailing this form so we can allocate available space.

New York City Board of Education
OFFICE OF BILINGUAL EDUCATION
Nathan Quinones
Chancellor

Charles I. Schonhaut
Deputy Chancellor

Nilda Soto Ruiz
Director

OFFICE OF BILINGUAL EDUCATION
NEW YORK CITY BILINGUAL EDUCATION
TECHNICAL ASSISTANCE CENTER
(NYC-BETAC)

EVALUATION SEMINAR

"Criteria for Writing Objectives and Interpreting Outcomes"

Tuesday, February 17, 1987
Professional Library
110 Livingston Street
Brooklyn, NY 11201

A G E N D A

8:30 - 9:00	REGISTRATION	
9:00 - 9:10	WELCOME AND INTRODUCTIONS	Dr. Frances Segan Project Director NYC - BETAC
9:15 - 11:00	I. Overview of Workshop	Dr. Judy Torres Senior Manager Office of Educational Assessment
	II. Hands-on Activity: Writing Objectives for a Bilingual/ESL Proposal	
	III. Criteria for Writing Objectives: Samples of Good and Bad Objectives	Shelly Pischer Evaluation Specialist Bilingual Education Evaluation Unit Office of Educational Assessment
	IV. Small Group Activity: Review of Participant-Generated Objectives	
11:00 - 11:15	B R E A K	
11:15 - 12:45	V. Interpreting Outcomes -understanding and using text outcomes -current findings from a longitudinal study	
	VI. How to be a Better Consumer of Information	
12:45 - 1:00	VII. Summary and Evaluation	

NEW YORK CITY BILINGUAL TECHNICAL ASSISTANCE CENTER (NYC-BETAC)
131 LIVINGSTON STREET • ROOM 206 • BROOKLYN, NEW YORK 11201 • (718) 935-3900

New York City Board of Education
OFFICE OF BILINGUAL EDUCATION
Nathan Quinones
Chancellor

Charles I. Schonhaut
Deputy Chancellor

Nilda Soto Ruiz
Director

MEMORANDUM

TO: COMMUNITY SUPERINTENDENTS
DISTRICT BILINGUAL/ESL COORDINATORS

FROM: Nilda Soto Ruiz

DATE: January 14, 1987

RE: CITYWIDE EVALUATION SEMINAR

The New York City Bilingual Education Technical Assistance Center (NYC-BETAC) will sponsor the second seminar on "Evaluation and Testing in Bilingual/ESL Programs" on Tuesday, February 17, 1987 from 8:40 a.m. to 1:00 p.m. at the Professional Library, Second Floor, 110 Livingston Street, Brooklyn, New York.

The seminar will be presented by Dr. Judy Torres and Jose Villegas of the Office of Educational Assessment. They will speak on "Criteria for Writing Objectives and Interpreting Outcomes."

Each district may send a maximum of two participants. The following district personnel are encouraged to attend: bilingual/ESL coordinators, Title VII project directors, Two-Way Bilingual project directors, and teacher trainers.

Please return the attached form and call in the names of your district's participants no later than February 4, 1987. After that date, unallocated seats will be distributed to those wishing to send additional participants.

Kindly note the date for the third session of the Evaluation Seminar Series. Notices providing details and registration forms will be sent in advance of these dates.

March 26, 1987

NEW YORK CITY BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER
131 LIVINGSTON STREET • ROOM 206 • BROOKLYN NEW YORK 11201 • 935-3900

If you have any questions regarding the citywide Evaluation Seminar Series, kindly call Dr. Frances Segan, Project Director NYC-BETAC, at (718) 935-3900.

NSR:cr
attachment
cc: N. Quinones
C. Schonhaut
C. Frank
E. Sermier
F. Smith

CITYWIDE EVALUATION SEMINAR SERIES

TUESDAY, FEBRUARY 17, 1987

AFFILIATION: _____ DATE: _____
SCHOOL DISTRICT, UNIVERSITY, ETC.

The following personnel will attend the citywide Evaluation Seminar on "Criteria for Writing Objectives and Interpreting Outcomes" to be held at the Professional Library, 110 Livingston Street, February 17, 1987 from 8:40 a.m. - 1:00 p.m.

	NAME	POSITION
1.	_____	_____
2.	_____	_____

Please return to: Dr. Frances Segan
Project Director
NYC-BETAC
Office of Bilingual Education
131 Livingston Street, Room 206
Brooklyn, NY 11201
(718) 935-3900

Registration deadline: Wednesday, February 4, 1987

Please call in your registration as well as mailing this form so we can allocate available space.

OFFICE OF BILINGUAL EDUCATION
Nathan Quinones
Chancellor

Charles I. Schonhaut
Deputy Chancellor

Nilda Soto Ruiz
Director

OFFICE OF BILINGUAL EDUCATION
NEW YORK CITY BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER
(NYC-BETAC)

EVALUATION SEMINAR

"Organizing Your Program Evaluation to Enhance Bilingual/ESL Program Effectiveness"

Thursday, March 26, 1987
Professional Library
110 Livingston Street
Brooklyn, NY 11201

A G E N D A

8:30 - 9:00	**REGISTRATION**	
9:00 - 9:10	**WELCOME AND INTRODUCTIONS**	**Dr. Frances Segan** Project Director NYC - BETAC
	WORKSHOP PRESENTERS:	**Susan Reichman** Research Associate Georgetown University, Evaluation Assistance Center
		Dr. Dabney Narvaez Senior Research Associate, New York Multifunctional Resource Center
9:10 - 10:15	I. Reasons to Conduct a Program Evaluation II. The Need for Evaluation Questions	
10:15 - 10:45	III. Non-Test Data for Program Evaluation Purposes	
10:45 - 11:00	**B R E A K**	
11:00 - 11:45	IV. Selecting and Working with Your Evaluator	
12:00 - 1:00	**L U N C H**	
1:00 - 1:15	V. Interpreting and Using Test and Non-Test Data for Evaluation and Program Improvement Purposes	
1:15 - 2:00	VI. Participatory Activity	
2:00 - 2:40	VII. Strategies for Communicating and Disseminating Evaluation Information	
2:40 - 3:00	VIII. Questions, Summary, and Evaluation	

New York City Board of Education
OFFICE OF BILINGUAL EDUCATION
Nathan Quinones
Chancellor

Charles I. Schonhaut
Deputy Chancellor

Nilda Soto Ruiz
Director

MEMORANDUM

TO: COMMUNITY SUPERINTENDENTS
DISTRICT BILINGUAL/ESL COORDINATORS

FROM: Nilda Soto Ruiz

DATE: February 26, 1987

RE: CITYWIDE EVALUATION SEMINAR

The New York City Bilingual Education Technical Assistance Center (NYC-BETAC) will sponsor the third seminar on "Evaluation and Testing in Bilingual/ESL Programs" on Thursday, March 26, 1987 from 8:40 a.m. to 3:00 p.m. at the Professional Library, Second Floor, 110 Livingston Street, Brooklyn, New York.

The seminar will be presented by George De George and Susan Reichman from the Georgetown University Evaluation Assistance Center, and Dr. Dabney Narvaez, Senior Research Associate, New York Multifunctional Resource Center. They will speak on "Organizing Your Program Evaluation to Enhance Bilingual/ESL Program Effectiveness."

Each district may send a maximum of two participants. The following district personnel are encouraged to attend: bilingual/ESL coordinators, Title VII project directors, Two-Way Bilingual project directors, and teacher trainers.

Please return the attached form and call in the names of your district's participants no later than March 19, 1987. After that date, unallocated seats will be distributed to those wishing to send additional participants.

If you have any questions regarding the citywide Evaluation Seminar Series, kindly call Dr. Frances Segan, Project Director NYC-BETAC, at (718) 935-3900.

NSR:cr
attachment
cc: N. Quinones
C. Schonhaut
C. Frank
E. Sermier
F. Smith

NEW YORK CITY BILINGUAL TECHNICAL ASSISTANCE CENTER (NYC-BETAC)
131 LIVINGSTON STREET • ROOM 206 • BROOKLYN, NEW YORK 11201 • (718) 935-3900

CITYWIDE EVALUATION SEMINAR SERIES

THURSDAY, MARCH 26, 1987

AFFILIATION: _____ DATE: _____
SCHOOL DISTRICT, UNIVERSITY, ETC.

The following personnel will attend the citywide Evaluation Seminar on "Organizing Your Program Evaluation to Enhance Bilingual/ESL Program Effectiveness" to be held at the Professional Library, 110 Livingston Street, March 26, 1987 from 8:40 a.m. - 3:00 p.m.

	NAME	POSITION
1.	_____	_____
2.	_____	_____

Please return to: Dr. Frances Segan
Project Director
NYC-BETAC
Office of Bilingual Education
131 Livingston Street, Room 206
Brooklyn, NY 11201
(718) 935-3900

Registration deadline: Thursday, March 19, 1987

Please call in your registration as well as mailing this form so we can allocate available space.

NEW YORK CITY BOARD OF EDUCATION
DIVISION OF SPECIAL EDUCATION
OFFICE OF BILINGUAL SERVICES

Co-sponsored by the
Bilingual-ESL Program
FORDHAM UNIVERSITY
at Lincoln Center

CABE
CONTENT AREA
BILINGUAL EDUCATION

CO-sponsored by Office
of Bilingual Education
through NYC-BETAC
(Bil. Educ. Technical
Assistance Center)

CHOOSING THE LANGUAGE OF INSTRUCTION FOR BILINGUAL STUDENTS

PRESENTED BY: ALBA ORTIZ
Director of the Bilingual Special Education
Training Program, The University of Texas at Austin

C.A.B.E., Content Area Bilingual Education, is a Title VII funded project serving bilingual special education classes in four boroughs in New York City public schools under the DIVISION OF SPECIAL EDUCATION.

Admission
by
Pre-registration

Dr. Alba Ortiz is a national leader in research and publications on bilingual instruction and assessment. She directs bilingual special education training at the University of Texas and is editor of the BILINGUAL SPECIAL EDUCATION NEWSLETTER.

DATE: TUESDAY, JANUARY 13, 1987

TIME: 4:00 PM - 6:30 PM

PLACE: FORDHAM UNIVERSITY - LINCOLN CENTER
113 West 60th Street - Room 816
New York, NY 10023

PROGRAM PARTICIPANTS:
- Bilingual Special Education teachers and paraprofessionals.
- Pre-registered Bilingual General Education teachers
- Selected graduate students in Bilingual Programs.

For more information or for reserving a seat, please contact:

Dr. Ana Rossell - Office of Bilingual Services
Division of Special Education
110 Livingston Street, Room 443
(718) 935-3753

Dr. Frances Segan - NYC-BETAC
Office of Bilingual Education
131 Livingston Street, Room 206
(718) 935-3900

To register, cut and mail the pre-registration slip.

An afternoon with ALBA ORTIZ

PLEASE RESERVE A SEAT FOR ME: January 13, 1987 - 4:00 - 6:30 PM

Name: _____ Address: _____

Tel. # (Home) ( )- _____ City: _____ Zip Code: _____

School/District/Program you work in _____